

Andrew Jackson Middle

6865 Kershaw Camden Hwy
Kershaw, SC 29067

Grades 6-8 Middle School

Enrollment 473 Students

Principal Theodore F. Dutton 803-475-6021

Superintendent Richard E. Moore 803-286-6972

Board Chair Lisa T. Bridges 803-286-6972

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	4	27	16	0

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Below Average	No
2005	Below Average	Below Average	No
2006	Below Average	Average	No

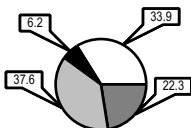
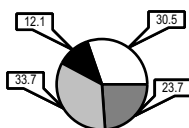
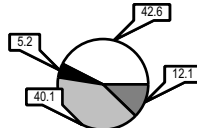
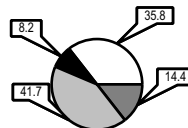
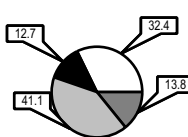
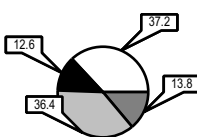
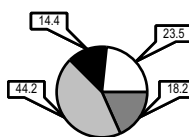
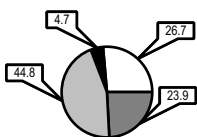
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.7
English 1	N/A	89.8
Biology 1/Applied Biology 2	N/A	55.5
Physical Science	N/A	41.8
All Subjects	100.0	93.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	461	99.3	33.8	37.7	22.4	6.2	39.5	Yes	Yes
Gender									
Male	239	99.2	40.2	38.4	17.0	4.5	32.1	N/A	N/A
Female	222	99.5	27.1	36.9	28.0	7.9	47.2	N/A	N/A
Racial/Ethnic Group									
White	334	100.0	26.3	38.4	27.2	8.0	48.0	Yes	Yes
African American	124	97.6	55.3	35.1	8.8	0.9	15.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	391	99.7	24.9	42.1	25.7	7.2	45.8	N/A	N/A
Disabled	70	97.1	84.6	12.3	3.1	0.0	3.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	461	99.3	33.8	37.7	22.4	6.2	39.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	460	99.3	33.8	37.7	22.4	6.2	39.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	210	99.0	49.2	35.2	13.5	2.1	23.3	Yes	Yes
Full-pay meals	251	99.6	21.6	39.6	29.4	9.4	52.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	461	99.6	30.5	33.7	23.7	12.1	46.2	Yes	Yes
Gender									
Male	239	99.6	32.0	30.7	26.7	10.7	48.0	N/A	N/A
Female	222	99.5	29.0	36.9	20.6	13.6	44.4	N/A	N/A
Racial/Ethnic Group									
White	334	100.0	22.3	34.1	28.8	14.9	56.0	Yes	Yes
African American	124	98.4	53.9	32.2	9.6	4.3	18.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	391	99.7	22.3	36.2	27.9	13.7	53.1	N/A	N/A
Disabled	70	98.6	77.3	19.7	0.0	3.0	7.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	461	99.6	30.5	33.7	23.7	12.1	46.2	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	460	99.6	30.5	33.7	23.7	12.1	46.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	210	99.5	51.5	29.4	14.4	4.6	26.3	No	Yes
Full-pay meals	251	99.6	13.9	37.1	31.0	18.0	62.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	461	99.6	42.6	40.1	12.1	5.2	17.3
Gender							
Male	239	99.6	44.4	35.6	13.3	6.7	20.0
Female	222	99.5	40.7	44.9	10.7	3.7	14.5
Racial/Ethnic Group							
White	334	100.0	34.4	44.6	14.6	6.5	21.1
African American	124	98.4	65.2	27.8	5.2	1.7	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	391	99.7	35.7	44.5	13.9	5.9	19.8
Disabled	70	98.6	81.8	15.2	1.5	1.5	3.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	461	99.6	42.6	40.1	12.1	5.2	17.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	460	99.6	42.6	40.1	12.1	5.2	17.3
Socio-Economic Status							
Subsidized meals	210	99.5	57.2	34.0	6.7	2.1	8.8
Full-pay meals	251	99.6	31.0	44.9	16.3	7.8	24.1

Social Studies							
All Students	461	99.1	35.5	41.9	14.4	8.2	22.7
Gender							
Male	239	98.7	33.6	39.5	16.1	10.8	26.9
Female	222	99.5	37.4	44.4	12.6	5.6	18.2
Racial/Ethnic Group							
White	334	99.4	29.6	43.3	16.8	10.3	27.1
African American	124	98.4	52.2	37.4	7.8	2.6	10.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	391	99.2	28.3	45.6	16.4	9.7	26.1
Disabled	70	98.6	75.8	21.2	3.0	0.0	3.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	461	99.1	35.5	41.9	14.4	8.2	22.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	460	99.1	35.5	41.9	14.4	8.2	22.7
Socio-Economic Status							
Subsidized meals	210	99.0	45.6	40.9	8.8	4.7	13.5
Full-pay meals	251	99.2	27.5	42.6	18.9	11.1	29.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	51.0	29.3	17.8	1.9	19.7
	7	145	100.0	32.6	48.6	18.8	0.0	18.8
	8	171	100.0	35.8	42.6	20.4	1.2	21.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	161	98.8	32.5	28.5	25.8	13.2	39.1
	7	157	99.4	30.4	37.8	29.1	2.7	31.8
	8	143	100.0	38.8	47.5	11.5	2.2	13.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	35.0	27.4	23.6	14.0	37.6
	7	145	100.0	30.4	26.8	23.2	19.6	42.8
	8	171	99.4	42.9	41.0	9.3	6.8	16.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	161	99.4	21.1	32.9	27.0	19.1	46.1
	7	157	99.4	26.4	31.8	29.1	12.8	41.9
	8	143	100.0	45.3	36.7	14.4	3.6	18.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	99.4	50.0	30.8	10.9	8.3	19.2
	7	145	100.0	39.9	39.1	13.8	7.2	21.0
	8	171	99.4	46.6	36.0	11.2	6.2	17.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	161	99.4	46.1	34.9	9.9	9.2	19.1
	7	157	99.4	39.9	39.2	16.9	4.1	20.9
	8	143	100.0	41.7	46.8	9.4	2.2	11.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	99.4	43.6	28.2	14.1	14.1	28.2
	7	145	100.0	50.0	34.8	12.3	2.9	15.2
	8	171	99.4	25.5	44.1	19.3	11.2	30.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	161	99.4	42.1	40.8	11.8	5.3	17.1
	7	157	98.7	43.5	38.1	8.2	10.2	18.4
	8	143	99.3	19.6	47.1	23.9	9.4	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 473)				
Students enrolled in high school credit courses (grades 7 & 8)	45.3%	Up from 43.5%	19.9%	16.7%
Retention rate	2.6%	Down from 3.1%	2.6%	2.5%
Attendance rate	96.4%	No change	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.0%	1.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.8%	1.5%	1.0%
Eligible for gifted and talented	20.5%	Up from 18.7%	21.1%	15.6%
On academic plans	17.0%	N/AV	34.8%	39.9%
On academic probation	0.9%	N/AV	0.3%	0.7%
With disabilities other than speech	14.5%	Up from 14.3%	12.7%	12.4%
Older than usual for grade	2.1%	Down from 2.3%	4.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.6%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	43.3%	Down from 46.7%	51.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	23.5%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	12.5%	Down from 15.4%	5.3%	5.6%
Teachers returning from previous year	89.1%	Up from 87.7%	88.0%	84.6%
Teacher attendance rate	96.3%	Up from 95.2%	94.9%	94.8%
Average teacher salary	\$40,339	No change	\$42,701	\$42,267
Prof. development days/teacher	12.0 days	Up from 6.7 days	12.0 days	11.9 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Down from 24.1 to 1	22.1 to 1	21.1 to 1
Prime instructional time	91.0%	Up from 90.4%	89.7%	89.0%
Dollars spent per pupil*	\$5,367	Down 5.0%	\$5,980	\$6,243
Percent of expenditures for teacher salaries*	66.4%	Up from 66.0%	60.5%	59.8%
Percent of expenditures for instruction*	71.0%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.5%	Up from 96.4%	99.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Andrew Jackson Middle continues to offer a unique experience to students as an Arts Focus school. The progress of this program has been exceptional as we establish a fine arts program that infuses the arts into the core curricular classes. The inclusion of the arts has proven to be a successful experience for both students and staff. In addition, the program that is in place allows and encourages all students in the Lancaster County School District to apply and audition for acceptance into the school's concentrated fine arts classes.

During 2005 - 2006, Andrew Jackson Middle School staff worked closely with the two feeder schools and participated in a comprehensive staff development experience for all staff members that emphasized academic standards and appropriate instructional strategies to meet student needs. As these techniques are incorporated into the instructional process, our students will benefit academically.

Our goals for Andrew Jackson Middle School include recruiting and retaining an exceptional teaching staff and providing that staff with high quality professional development and support. Our focus includes not only providing a challenging core academic program aligned to the S.C. Curriculum Standards, but also incorporating the arts within the academic program.

Our students participate in several service learning activities each year. Our students raised funds to assist St. Jude's Children's Hospital, the March of Dimes, and the Red Cross. Along with these efforts, many students participated in First Priority, Garden Club Co-op, Student Council and National Junior Beta Club. Support to students and families was available through our mentoring program, Brother-To-Brother, and Families And Schools Together (FAST).

Students and families associated with Andrew Jackson Middle have consistently shown a determination to succeed and the dedication to the school that result in a safe and productive academic environment. It is family, community, and professionalism that make AJMS a special place for everyone involved.

Donna Harper, SIC President
Theodore Dutton, President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	131	49
Percent satisfied with learning environment	88.6%	70.9%	79.2%
Percent satisfied with social and physical environment	97.0%	77.2%	81.6%
Percent satisfied with school-home relations	94.3%	80.2%	81.3%

*Only students at the highest middle school grade level at this school and their parents were included.